



## Report on IQM Inclusive School Award



**School Name:** Trinity Primary School

**School Address:** La Route de la Trinité  
Trinity  
Jersey  
JE3 5JP

**Head/Principal** Mrs Katy McMahon

**IQM Lead** Mrs Sally Sleath

**Assessment Date** 6<sup>th</sup> June 2024

**Assessor** Ms Sarah Linari

### Sources of Evidence:

- IQM Self Evaluation Report (SER).
- School Website and Policies.
- School Development Plan/Evaluation Form.
- Pupils' exercise books.
- Learning Walk.
- Learning Environment.
- SEND information.
- Jersey Schools Review Framework –Independent Report of Trinity School (May 2023).
- Trinity School Website Report.

### Meetings Held with:

- Deputy Head, Inclusion Lead/SENDCo/IQM Lead.
- Headteacher.
- Nursery Officer.
- Parent and Carer Representatives.
- Nursery Teacher.
- Year 3 Teacher.
- Intervention Teacher/Forest School Lead.
- Lead Teaching Assistant – Inclusion.
- Teaching Assistants.
- Phase Leaders.
- Curriculum Leaders.
- Pupils.
- School Advocacy Group Representative.



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### Overall Evaluation

Trinity School is a one-form entry school for children aged 3- 11 in Trinity, on the island of Jersey. There are currently around 213 pupils on roll. Trinity School is a popular parish country school, with a long history dating back to 1854.

The school's most recent report from the Jersey Schools' Review Framework inspection highlights that "Relationships across the school are warm and friendly, with staff taking the time to listen, value and respond to children's views and opinions. Teachers and pupils are proud to be members of the school and this is evident in the consistently positive attitudes in and around the school and in pupils' levels of achievement". The report also acknowledges that "children's best interests sit at the heart of the school. It is rare to find children so involved and playing such a central and pivotal role in shaping a school as they do here."

The IQM assessment visit to Trinity Primary School was an exceptionally pleasant experience, marked by the warm welcome from both staff and pupils. The atmosphere is friendly and there is a strong sense of community, making it immediately evident that the school prioritises creating an inviting environment for all.

The thorough Self-Evaluation Report (SER) provided a comprehensive overview of the school's provisions, setting high expectations for the IQM assessment day. Throughout the assessment process, the school effectively demonstrated alignment between the stated objectives and their practical implementation. Throughout the day, this cohesion was consistently observed across the activities and discussions.

Senior Leaders exemplify a personable and friendly approach, embodying the school's ethos in their daily interactions. Their dedication to putting children first and tailoring provisions to meet the unique needs of each pupil is evident. There is a clear investment in the children's wellbeing and development, highlighted by the Special Educational Needs and Disabilities Coordinator (SENDCo)'s deep understanding of each child's individuality and the adaptive practices in place to meet arising needs.

Classroom observations demonstrated highly engaged and involved pupils. The children displayed excellent attitudes and calm behaviour, reflecting a positive and conducive learning environment across the school.

Pupil voice in the school is a key strength; the children are truly involved in school development and are listened to. Trinity pupils are friendly, confident and proud of their school, demonstrating a profound understanding of diversity and acceptance. They spoke positively about the staff and highlighted the strong, positive relationships they share. The school provides excellent leadership opportunities to pupils through the Trinity Action Group (TAG), ensuring that they genuinely have a voice and can contribute meaningfully to the school community.

Personal development is a notable area of strength. This is fostered through the school's inclusive values, Learning Powers, enrichment opportunities, focused work on oracy through the Voice 21 initiative and the personal, social, health and economic education (PSHE) curriculum.



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Support for pupil wellbeing is multifaceted, encompassing Emotional Literacy Support Assistants (ELSA), the Zones of Regulation and other intervention initiatives. Staff prioritise pupils' emotional wellbeing, ensuring any wellbeing needs are met first and foremost.

Parents and carers express high satisfaction with the school, particularly appreciating the ease of communication and the approachability of staff. They feel well-supported, which reinforces the school's inclusive ethos. During discussions with parent and carer representatives on the assessment day, it was clear that Trinity School creates a family ethos, with strong partnerships established between home and school.

The use of technology in the school is highly effective, not only in enhancing learning experiences but also in ensuring that children can access the curriculum in ways that suit their individual needs and learning styles.

Staff members enjoy working at the school and feel well-supported by the Senior Team and each other. There is a consistent understanding and implementation of inclusive practices across the staff. The Headteacher is inspirational and supportive; leading the staff to work towards a shared vision, with the children always at the centre of decisions.

The school maintains an outward-looking perspective, fostering excellent relationships with the Education Department and local networks. It also has established beneficial links with schools in the United Kingdom. Staff regularly participate in best practice visits to other schools and welcome colleagues to visit Trinity to look at their approaches. This not only enhances the school's own practice but also contributes positively to the broader educational community.

The Headteacher's commitment to caring for all children on the island of Jersey, not just those attending this school, is particularly impressive. This community-oriented outlook reinforces the school's dedication to inclusivity and holistic education.

In conclusion, Trinity School excels in creating a welcoming, supportive and engaging environment for all its pupils. The strength of pupil voice, personal development initiatives, and community engagement are all exemplary. This assessment has clearly shown that the school is dedicated to putting children first and ensuring that every child receives the support they need to thrive

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation and attend Cluster Group meetings and understanding that their involvement will form a significant part of their next annual Review, reflecting their capacity to maintain their status. If the school chooses to pursue this status and it were to be awarded, it would be subject to annual review from this point forwards.

**Assessor: Ms Sarah Linari**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd



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### Element 1 - The Inclusion Values of the School

The ethos and values of Trinity School are deeply rooted in the principles of inclusion and community. The Headteacher and Deputy Headteacher explain that the school is fundamentally a "community". This description reflects the relationship-based approach that defines the school's environment and philosophy.

At the core of its inclusive ethos is the belief that everything revolves around relationships. Positive relationships are integral to creating a supportive and nurturing environment for all pupils. The Deputy Headteacher's background in Social, Emotional, and Mental Health (SEMH) education further enriches this perspective, bringing valuable insights into managing and supporting diverse pupil needs.

A notable aspect of the school's inclusive practice is the use of "dysregulation" language rather than terms such as "poor behaviour". This shift in language reflects a deeper understanding of the underlying causes of pupils' actions and aligns with the school's commitment to supporting each child's emotional and mental wellbeing.

The school's leadership is proactive in fostering inclusion. The Senior Leadership Team have recently led a whole-school reflection on the meaning of inclusion, and developed a bespoke definition tailored to the school's unique culture. Involving pupils in the development of the definition has been a key part of this process. Children were encouraged to think about what inclusion means to them. They are now involved in designing a visual representation of their inclusion definition. This exercise will ensure that the concept of inclusion is meaningful and relevant to the pupils, encapsulating what it means specifically within the context of Trinity School.

The school's understanding of inclusion has evolved into a holistic concept that is seen as everyone's responsibility. This collective approach ensures that inclusion is embedded in all aspects of school life, supported by a SLT where all members are Level 3 safeguarding trained.

The school has robust support structures in place for pupils' mental health and wellbeing. There is a strong focus on emotional and social wellbeing, with trained Emotional Literacy Support Assistants (ELSAs) and staff members trained in 'Draw and Talk therapy. These professionals provide targeted support for pupils in dealing with various emotional challenges. Programmes like the "Hamish and Milo" programme are implemented to offer sessions specifically designed for bereavement and self-esteem issues, while the school is currently in the process of looking at the 'My Happy Minds' programme to promote positive mental health.

Staff at Trinity School have access to a wide range of training opportunities and resources. This includes the annual safeguarding suite of training, and the ability to borrow books from the SENDCo on specific areas of interest, ensuring that all staff can continually enhance their understanding and skills related to inclusion. The availability of Jersey Education Department's support, and tools like the 'My Concern' platform, ensures that safeguarding updates are managed effectively and that all staff are engaged in continuous professional development (CPD).



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### Next Steps:

- The school recently established its own wraparound care provision, offering a school-led breakfast and after school club. The Headteacher's longer-term vision to turn the school into an all-year community school, with plans to open the school for more days throughout the holidays and extend the use of the school in the evening and at weekends, encouraging community services to use the premises.



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### Element 2 - Leadership and Management and Accountability

Trinity School exemplifies inclusive leadership and management through its dedication to promoting an open and supportive culture. The Senior Leaders promote transparency, trust, and professional development through their approach, which has significantly contributed to the school's positive working environment.

The Headteacher's approach to leadership is characterised by openness and honesty, creating an atmosphere where staff feel comfortable expressing their thoughts and ideas. This culture of openness enables the staff to engage more freely in coaching and best practice sharing, contributing effectively to the school's development.

The school has invested extensively in a coaching model over the past few years, allowing staff to support each other and enhance their professional skills. This investment in professional development ensures that teachers are well-equipped to meet the diverse needs of their pupils. Leaders employ both coaching and mentoring strategies, tailored to the needs of the staff at any given time. This flexible leadership style ensures that staff receive the appropriate support to grow professionally.

A recent staff survey revealed that 94% of the staff are happy to work at Trinity School, highlighting the positive culture within the setting. The high level of staff satisfaction was evident in the staff meeting on the assessment day and is testament to the inclusive atmosphere created by the Leaders.

When implementing new initiatives, Leaders ensure that they are well-researched, involve staff participation, and are embedded over time. The Headteacher assures, "if we do something, we do it properly, research it, visit other schools in the UK, invest in training and embed it over time". This strategic approach has led to successful implementations, such as the recent adoption of the Little Wandle phonics programme which will be launched in September.

The school prides itself on strong team dynamics and collaborative problem-solving. "We are a strong team; it never feels like we are just leading our areas as we problem-solve together". This collaborative spirit, combined with good communication, ensures that all staff members are aligned with the school's development goals.

Staff performance review processes are supportive, with targets based on school development areas not pupil progress data. Staff always have a personal growth target too, in support of their own professional development.

On the assessment day, staff expressed how they "love their roles and the school". They feel well-supported and appreciate the training opportunities afforded them. When asked what the best thing about working at Trinity is, the staff referred to "the people, the lovely community and the community spirit".

#### Next Steps:

- As an IQM Centre of Excellence, contribute to best practice sharing at the cluster meetings and carry out classroom-based research on an area of inclusive practice.
- Develop the new Mental Health Lead role to enhance the wellbeing support for staff.





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### Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The broad and balanced curriculum at Trinity School offers pupils diverse learning opportunities, helping them acquire knowledge, understanding, and skills across various subjects, leading to good academic progress. Achievements in reading, mathematics, and writing are favourable compared to Jersey averages, without compromising on a comprehensive curriculum. During an external review in 2023, the Headteacher's passionate vision for the school was remarked upon, with a child-centred approach and strong emphasis on English, PSHE, and the UNICEF Rights Respecting Schools ethos.

The curriculum is overseen by two Curriculum Leads who adopt a meticulous, subject-by-subject approach as part of the current curriculum overhaul. They are focussing on the intent of each subject, followed by detailed planning and continuous improvement. This cyclical process ensures that the curriculum remains dynamic and responsive to the needs of the pupils. Prioritising engagement and memorable learning, the curriculum integrates diverse learning experiences and enrichment opportunities, making it accessible to all children and fostering the development of broader skills.

The school encourages a seamless transition from the Early Years Foundation Stage (EYFS) throughout the year groups, ensuring that the foundational skills acquired in early education are built upon. This approach aligns with the school's commitment to preparing pupils with lifelong skills, maintaining continuity and coherence in their educational journey.

Recognising the importance of local heritage and culture, the school actively incorporates Jersey links into its curriculum. Understanding the history of their families and the local area is essential for pupils, encouraging a sense of identity and belonging as citizens of Jersey. The school engages as much as possible with the Parish to enrich pupils' understanding and appreciation of their local community.

To broaden pupils' cultural awareness, the curriculum includes diverse cultural experiences through various texts and learning experiences, enabling pupils to appreciate and respect different perspectives and traditions.

Trinity School is committed to creating an inclusive environment where every pupil feels valued. The 'No Outsiders' programme is a cornerstone of this commitment, promoting diversity and inclusion across the school community. PSHE is also an integral part of the curriculum, delivered "unapologetically" for one hour each week. The school takes pride in its PSHE programme, which is designed to address various aspects of pupils' personal and social development comprehensively. The school is recognised as a Jigsaw Flagship School, highlighting its exemplary implementation of the Jigsaw PSHE programme. Additionally, the school is piloting the Jigsaw Families initiative this academic year, which aims to extend the benefits of the Jigsaw programme to pupils' families.

The Forest School provision is another key component of the inclusive curriculum, promoting outdoor learning and environmental awareness. EYFS pupils participate in forest school activities once a week, providing them with hands-on learning experiences in a natural setting. For Year 1 pupils, Forest School is accessed by small, targeted group sessions. This approach ensures that pupils receive the support they need while enjoying the benefits of outdoor education.



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A strong feedback mechanism is in place, with regular involvement of the Trinity Action Group pupils to ensure that the curriculum continually evolves based on the experiences and insights of pupils and staff. This collaborative approach allows for shared feedback, aligned to the culture of continuous improvement and inclusivity.

### **Next Steps:**

- Embed the Little Wandle phonics programme from September. The decision to allow pools to complete a phonics screening check in year 1 will allow the Leaders to evaluate the effectiveness of the programme and benchmark the children.
- Look at widening the regular access to forest school for all classes throughout the year.





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### **Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy**

The Early Years Foundation Stage (EYFS) area is an open-plan layout with neutral tones, endorsing a calm and inviting atmosphere. Displays showcase where children and their families originate from in the world, promoting cultural awareness and celebrating the diverse languages and backgrounds. Widgit symbols are used throughout the environment to support communication, alongside social stories, to help children understand daily routines and expectations.

The school uses Tapestry, an online learning journal from Nursery up to Year 1. This platform includes photographs and descriptions of activities and the opportunity to share the learning with families. On the assessment day, a child's family had sent in a photo of them making and eating tacos at home. The Nursery Teacher then shared the photo with class and took inspiration from it for a whole-class activity, making tacos together. The pupils were all enthused and the child who inspired the focus was delighted and proud of the recognition.

In the Year 2 classroom, the school's focus on kindness is exemplified through the "buckets of kindness," where pupils fill little buckets, which are named for each child in the class, with kind actions and positive notes.

The Zones of Regulation are implemented whole school to help children manage their emotions. A dedicated regulation area is available in each classroom for when children need a break or require support in regulating. Zones of Regulation displays serve as visual reminders, with check-ins to support pupil wellbeing.

Key Stage 2 pupils each have access to laptops throughout the day, enabling a mix of writing formats including storyboards with pictures and text, extended writing, and digital work. The use of technology is supported by the Just2easy (J2E) learning platform, which includes assistive technology and individual folders for each pupil which allow teachers to tailor the work to suit the class and individual needs. The parent portal aspect facilitates communication between school and home.

The school has a sensory room, known as the 'Fish Room', which is available throughout the day. This space provides a calming environment for children who need sensory support as well as a quiet space for one-to-one interventions.

Displays around the school celebrate diversity and promote a growth mindset, with dedicated reading areas and low stimulus displays using hessian materials in some rooms. The plan is to extend the neutral décor across all learning environments.

#### **Next Steps:**

- Develop the outdoor classroom and sensory garden to provide additional spaces for sensory support, regulation or outdoor learning.



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### Element 5 - Assessment

At Trinity School, the holistic assessment practice is a comprehensive approach designed to meet the diverse needs of pupils. This practice incorporates a variety of assessment methods, interventions, and support to ensure that all pupils can achieve their full potential.

For pupils with additional needs, the school employs bespoke assessments tailored to individual requirements. For example, utilising the Autism Education Trust (AET) framework, the school sets small-step targets to support pupils with autism. These individualised assessments ensure that each pupil's unique challenges and strengths are recognised and addressed.

The school conducts PASS (Pupil Attitudes to Self and School) surveys in Key Stage 2 to identify trends and individual pupils who may need additional support with emotional wellbeing. This data-driven approach allows the school to implement timely interventions and monitor the effectiveness of their support strategies.

The SENDCo holds weekly drop-in sessions for staff to provide guidance and share strategies for supporting pupils with additional needs. Additionally, regular progress meetings using PIRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Mathematics Assessment) data drive interventions, ensuring the staff are responsive to the pupils' evolving needs.

Peer feedback is an integral part of the learning process at the school, with pupils using purple pens to suggest improvements to each other's work, or in their words how to "level up". This method not only enhances academic skills but also promotes a collaborative learning environment.

The school showcases pupils' exemplary work on WAGOLL (What A Good One Looks Like) washing lines, celebrating achievements and sharing best practices. These WAGOLLs serve as models to support pupils in their learning.

Ultimately, central to Trinity School's holistic assessment practice is the belief in equity and "knowing what works best for each child". Knowing the children and having an accurate assessment of their interests and needs, allows the staff to tailor the provision to them.

### Next Steps:

- Continue to develop the AET framework and other SEND assessment tools.



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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

The 'No Outsiders' ethos promotes acceptance and diversity amongst the pupil body. This initiative is highly valued by the pupils, who appreciate the diversity within their school community. As one pupil from Year 5 mentioned, "people are kind to each other and include everyone in games to make sure they are not left out."

Pupils' representatives from Years 4 to 6 met with the Assessor on the assessment day. They all expressed a strong affinity for their school, citing the friendliness of the staff and the inclusive atmosphere as key reasons for their enjoyment. They particularly value the opportunity to have their voices heard, with one pupil noting, "we like how the pupils get to have a say".

The Inclusion TAG group provides a platform for pupils to share ideas about equality and school improvement, reinforcing the school's values of friendship, compassion, and respect. They have been instrumental in forming the Inclusion Vision and have a positive impact through their roles.

There is a keen focus on the development of key 'learning powers' such as resilience, cooperation, concentration, and curiosity. These are highlighted through weekly Headteacher awards for pupils who demonstrate these qualities effectively. Pupils are encouraged to self-improve, with one explaining, "if you are doing well at something and want to do better, there is a self-improvement learning power."

Personal development is supported through various programs and activities. The Jigsaw PSHE lessons are particularly popular, offering calming sessions that help pupils think about broader life issues. The use of the Zones of Regulation is another significant aspect, helping pupils manage their emotions and talk openly about their feelings. Assemblies and class references to the Zones further reinforce their importance.

Pupils enjoy a range of exciting learning experiences. Recent activities include a cricket session led by external coaches from Jersey Cricket, a Year 4 'sleepover' at the zoo focusing on conservation, and a Year 5 residential trip to Crabbe featuring a beach sandcastle building competition and outdoor activities at Valley Adventure. Year 6 students had a memorable three-night stay at the Jersey Accommodation Activity Centre, where they engaged in surfing, a bat walk, and beach scrambling.

Behaviour is managed through positive praise, engaging restorative conversations, and low-level support. The staff's understanding of equity, as opposed to equality, is evident, and all staff members have undergone trauma-informed training. The Zones of Regulation are a critical tool in this approach, with regular check-ins and one-to-one interventions supporting pupils' emotional regulation.

Pupils have opportunities to participate in various leadership and group activities, such as the School Council, TAG, Eco and fundraising groups, and Trinity News. They also have a say in playground facilities, having voted on new equipment alongside their parents and carers.



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The school operates a house system with four houses named after prominent Jersey figures. Pupils enjoy the sense of belonging and camaraderie the house system encourages, as well as the competitive element it provides.

### **Next Steps:**

- Look at renaming the houses to have a more diverse representation of the prominent figures for the pupils to be inspired by.
- Plan an assembly programme to raise awareness of a range of specific special needs and disabilities to promote wider understanding of the need for different approaches to suit individual circumstances.



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### Element 7 - Parents, Carers and Guardians

Trinity School has garnered a positive reputation within the island community, especially amongst parents and carers and Parish members. Feedback from parents and carers on the IQM assessment day praised the support offered to both children and the families.

Parents and carers of children across different year groups kindly met with the Assessor to share their views. They shared many positive opinions about the school. They appreciate that their children are kept safe at school and particularly praised how pupils' separation anxiety is managed effectively. They shared individual success stories which demonstrated how the staff go "above and beyond" to support in any way they can.

One of the key strengths noted by parents and carers is the school's proactive approach to making necessary adaptations for children, even in the absence of formal diagnoses. Teachers demonstrate compassion and implement strategies recommended by external specialists, ensuring that each child's needs are met. This personalised attention is supported by the SENDCo, who provides ongoing wellbeing support for children with additional needs.

Parents and carers feel that the communication maintained by the school is excellent. This includes emails, phone calls, and the regular newsletters that keep parents informed about their child's progress and any school updates. The school also plans and pre-warns parents and carers of any changes, minimising additional pressure on families. Teachers are accessible throughout the day, either via email or phone, and provide quick responses to any queries.

The school ensures that after-school care is safe and supportive, with the ELSA serving as the After School Club manager. This role includes building relationships with parents and carers and addressing any concerns. Additionally, the school offers a summer holiday club in response to parental requests, making parents feel listened to and supported. The holiday club offer also provides continuity and consistency for children, especially the more vulnerable pupils, during school breaks.

#### Next Steps:

- Link parental workshops or share key messages at the events where you can guarantee high engagement, such as the September 'meet the teacher' meetings to ensure all have the same messages.
- Support parents and carers of children with SEND in raising awareness of specific needs and equitable support and provision offered in school.



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### Element 8 - Links with Local, Wider and Global Community

The school has established highly effective links with the local community, working closely with parents, carers, and local organisations. Leaders are proactive in seeking out links and opportunities to partner with other establishments locally and globally to enhance the educational experience for Trinity pupils.

Asked by the Education Department to take part in a pilot programme, the school has set up a School Advocacy Group (SAG). The group consists mostly of parents and community members. It plays a crucial role in community integration. This group meets regularly to focus on ongoing projects, such as SEND support and community safety initiatives like trying to get a zebra crossing on the main road outside of the school.

Networking and partnerships are vital to Trinity School's strategy. The SAG leverages connections with local business people and resources to secure private funding for initiatives such as a Family Support Worker role to address the rise in social issues post-COVID.

The Leaders work closely with the Leaders and Advisors from the Education Department and work in close partnership with the other schools on the Island. They have also forged connections with schools in England to support ongoing school improvement and staff training and development.

The school offers a well-rounded curriculum that gives children wider learning experiences. Throughout the year, the school organises various trips to places like the local Dairy, Trinity Manor Farm, the Zoo, and local beaches. These trips are supported by parent/carer volunteers and facilitated by the school's minibus to offer most visits for free to all pupils. The school maximises the local environment and facilities to enhance the learning for all children.

Leaders work in close partnerships with external agencies and education professionals such as Educational Psychologists (EP), Autism Spectrum Condition Inclusion Team (ASCIT), Education Welfare Officers (EWO), and Social, Emotional, Mental Health Inclusion Team (SEMIT) to ensure that effective support is in place, appropriate to individual needs. Where a need for specific support is identified, the Leaders work relentlessly to find suitable services which can offer bespoke support.

#### Next Steps:

- Continue to develop the SAG and feedback the positive impact to other schools, offering support to establish similar initiatives.